Scientific Inquiry

3-1 The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

3.1.2 Classify objects or events in sequential order.
Taxonomy Level: 2.3-B Understand Conceptual Knowledge

Previous/Future knowledge: In kindergarten (K-1.4), students compared objects by using nonstandard units of measurement. In 1st grade (1-1.1), students compared, classified, and sequenced objects by number, shape, texture, size, color, and motion, using standard English units of measurement where appropriate. In 6th grade (6-1.3), students will classify organisms, objects, and materials according to their physical characteristics by using a dichotomous key.

It is essential for students to group objects or events in sequential order.

- Objects or events can be placed in order according to a particular property, such as size, shape, color, or some other characteristic.
- Another way to place objects or events in order is based on what occurred first, second and so forth.

It is not essential for students to classify observations as either quantitative or qualitative.

Assessment Guidelines:
The objective of this indicator is to *classify* objects or events in sequential order; therefore, the primary focus of assessment should be to arrange objects in increasing or decreasing order. However, appropriate assessments should also require students to *identify* the property by which the objects were sequenced; or *explain* why objects were sequenced in a particular order.